INSPIRE

INCLUDE

INTEGRITY

EXCEED

Bentley High Street- Behaviour and relationship policy

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Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Version	Date	Author	Summary of Updates
V1	June 2023	R Macleod	New Policy
V2	July 2024	R Macleod R Austwick M Copestick	2.2 - Added additional bullet point regarding 'promoting positive behaviour through relational practice 3.7 - additional bullet point around de-escalation strategies being included in a pupil's IBP Whole document - change reference from 'Policy' to 'StrategySection 2.3 - Links to legislation ● Update to 2024 version of DfE advice 'Behaviour in Schools' ● Update to 2023 version of DfE guidance 'Permanent Exclusion from maintained schools, academies and pupil referral units in England' ● Update to 2024 version of DfE statutory guidance 'Keeping Children Safe in Education' ● Update to 2023 version of 'Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics' 5.9 - reference made to DFE 2013 advice 'Use of reasonable force' Addition of appendix 5 - Individual Behaviour Plan Addition of appendix 6 - Risk assessment for challenging behaviour

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1.1. Ethos, Vision and Values

EVERY CHILD, EVERY CHANCE, EVERY DAY

Pupils/students within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every pupil/student will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time pupils/students spend in education is finite. We have a responsibility to ensure every moment a pupil/student is in an Exceed Learning Partnership Academy, must be spent productively. Once wasted, it is gone forever and cannot be given back.

At Exceed Learning Partnership our vision is to equip pupils/students with the knowledge, skills and mind-set to thrive and then take on the world

Our Ethos:

Inspire
Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!
Include
At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
Integrity
We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.
Exceed
Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

1.2. The meaning of our values to our pupils

As part of the Exceed Learning Partnership we follow our core values of 'Inspire, Include, Integrity and Exceed' which

we aim to uphold every single day, in every single session. We have worked collaboratively with our school council members to develop what our trust values mean to pupils in our school.

INSPIRE - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

INCLUDE - We are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

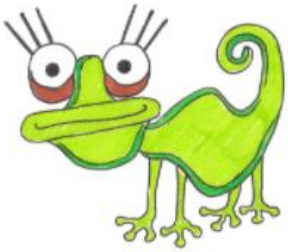
INTEGRITY - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

EXCEED - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

2. Our Learning Pedagogy

Our learning characters establish an expectation for positive behaviour. This is developed into a behaviour curriculum. This curriculum is progressive and supports children to develop positive attitudes to learning. Our pedagogy is designed based on four core characters. An overview of each is given below:

Motivated Monty (motivation, resilience and commitment)	Being able to bounce back quickly without causing stress. Never getting distracted and persevering with their learning, showing good 'stick ability'. Engage actively with issues that affect them and those around them. Play a full part in the life of the school Never giving up and striving to achieve Respond positively to change
Communicating Cosmo (oracy, teamwork and showing empathy)	Being able to work confidently with others Being able to effectively communicate their ideas and understanding Discuss issues of concern, seeking resolution Present a persuasive case for action Propose practical ways forward Try to influence others, negotiating and balancing diverse views Work confidently with others, adapting to different contexts and taking responsibility for their own role Listen and take account of others' views Form collaborative relationships, resolving issues and reaching agreed outcomes Adapt behaviours to suit different roles and situations Show fairness and consideration towards others
Independent Iris	Self-awareness having a clear perception of your personality. Children understand their own strengths and weaknesses Children take responsibility for their own learning Plan what to do and how to go about it Evaluate their strengths and limitations as learners

 (self -awareness)	Review their work and act on outcomes Set themselves realistic goals and criteria for success Monitor their own performance and progress Invite feedback and deal positively with praise, setbacks & criticism. Make changes to improve their learning
Questioning Queenie (problem solving and analytical)	The ability to make decisions and solve problems. Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next. Gather, process and evaluate information in their investigations Draw conclusions and evaluate outcomes Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes Use range of techniques to collect and organise information

3. Roles and Responsibilities

At Bentley High Street Primary School, our vision is to create a learning environment where all pupils/students feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where collaboration and partnership ensure the quality of learning is of the highest standard.

We recognise that each individual child/young person is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children/young people can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil/student behaviour at our academies. Whilst this behaviour policy refers mainly to the behaviours of pupils/students within academy premises, the academy reserves the right to discipline beyond the academy gate.

The policy is designed to enhance the development of positive relationships between children, young people and adults working in academies, parents and other members of the wider academy community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. Everyone in our academies is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

4. aims of the policy

- To provide a holistic environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits.
- Through collaboration encourage a stimulating and purposeful learning environment where all children thrive and flourish.
- To foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.
- To encourage increasing independence, self-awareness and positive health and well-being.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying.
- Define adult's role in supporting pupils with their behaviour so that positive relationships are maintained showing mutual respect
- Outline how pupils are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

5. Links to Legislation

- DfE Behaviour in Schools, Advice for headteachers and school staff 2024
- DfE Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance 2022
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- DfE Mental Health and behaviour in schools 2018
- DfE Keeping Children Safe in Education 2024
- Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics Sept 2023
- Equality Act 2010: guidance
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Use of reasonable force in schools 2013

6. Key Principles

6.1. Curriculum

Engaging pupils/students with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports pupils'/students' health and wellbeing. We use a wide range of strategies to increase pupil/student engagement such as collaborative learning activities, promoting oracy in lessons and enabling pupils/students to shape and lead their learning.

Our behaviour curriculum teaches children about how to behave appropriately. This is because we believe behaviour is, ***'taught and not caught.'***

6.2. Environment

The environment gives clear messages to pupils/students about the extent to which they and their efforts are valued. At Exceed Learning Partnership academies, we have set expectations of our environment in order to ensure practice is consistent.

Within the environment children should be able to view the class rules and the academy values, as both will act as a reminder for the expected standards

Prohibited and banned items within the environment:

Please refer to the DfE guidance: Searching, screening and confiscation: Advice for schools (2022) accessed via: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

According to the DfE, prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers
- fireworks

• pornographic images

In our academy the following items are banned:

- Electronic cigarettes including vapes

6.3. Values

Our values underpin our approach to behaviour. Conversations about behaviour with pupils/students and staff should always refer back to the values. We focus our communication on efforts and values shown, as opposed to achievements.

6.4. Relationships

Positive relationships are key. Staff must be a constant presence around the academies, in-between classes, during breaks in the school day, and at lunch times in order to ensure that pupils/students are using the academy grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the pupil/student.

6.5. Consistency

Consistent adult behaviours will lead to pupils/students consistently conforming to our expectations.

A truly sustainable consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.

At our academies we model consistency through:

- Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Follow up: Ensuring ‘certainty’ at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

6.6. Motivation

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils/students put into demonstrating good behaviour and developing good relationships.

Ways in which we recognise positive behaviour include:

- Weekly certificates
- Phone calls home
- Sharing excellent learning with others
- Good news postcards
- Completion of reward cards (bronze, silver, gold etc)

The overuse of stickers and rewards creates a ‘reward economy’ where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used, with a focus on earning a reward for behaving appropriately

6.7. De-escalation

De-escalation of inappropriate pupil/student behaviour by staff avoids low level behaviours escalating and becoming

more serious. For the vast majority of pupils/students, a gentle reminder is all that is needed

When pupils/students are behaving in a way that is not appropriate, staff should use arrange of strategies to support so that the pupil/student can get back on track without giving attention to the negative behaviour.

Across our academies we use a range of strategies, these will be adopted based on knowledge of the child. For children in need of behavioural support, they may have strategies recommended within their support plans. Possible strategies include:

- Re-direction
- Distraction Humour
- Non-verbal cues
- Remaining calm, consistent and fair
- Paying attention to the right behaviours

6.8. Language

At our academies we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil/student.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.

Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences

6.9 Routines

Across our school we teach the behaviours we want to see and practise these regularly with the pupils/students so they are clear about the expectations of them.

Core routines at our school are integrated within our behaviour curriculum and they are documented in our 'Simply the Best Behaviour' document.

7. Roles and Responsibilities

7. 1. Staff:

All academy staff must:

a) Display a relational approach to all pupils
b) Demonstrate unconditional care and compassion
c) Deliberately and persistently catch children doing the right thing and praise them
d) Know their classes well but also develop positive relationships with all children
e) Use these relationships to create a safe and stimulating learning environment that inspires pupils'/students' interests and learning
f) Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
g) Relentlessly work to build mutual respect
h) Remain calm and keep their emotion for when it is most appreciated by pupils and students
i) Be a positive role model through the academy values and creating an ethos of high expectations for all
j) Follow and implement this strategy consistently

7.2 Principal and the senior leadership team:

The Principal and the Senior Leadership Team must:

a) Display a relational approach to all pupils
b). Demonstrate unconditional care and compassion
c). Be a visible presence around the academy
d). Regularly celebrate staff and pupils/students whose efforts go above and beyond expectations
e). Encourage use of positive praise, phone calls/notes home/certificates

f). Ensure staff training needs are identified and met
g). Use behaviour records to target and assess interventions
h). Support teachers in managing pupils/students with more complex or challenging behaviours
i). Ensure that this strategy , as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

7.3 Pupils/students

All pupils/students must:

a). Demonstrate unconditional care and compassion

b).Consistently follow and model the academy values and enable a positive climate for learning by following the academy expectations and showing good learning behaviours.

c). Make a positive impact in the academy community and beyond through taking responsibility for their behaviours, actions and voice.

7.4 Parents, carers and guardians

All parents, carers and guardians must:

a) Help their child understand appropriate behaviours, academy values and expectations

b) Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements

c) Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday.

8. Staged approach to managing behaviour

8.1 Outline

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils/students which, in turn, results in all pupils/students being treated fairly. Staff should always use a measured, calm approach; referring to the pupil/student by name; lowering themselves to the pupil's/student's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil/student 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils/students sometimes use as a distraction from the initial behaviour or to escalate the situation further

Bentley High Street Primary School

Response to Behaviour

Simply The Best

Reminder

Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning

- Pupil reminded of expectations and values
- Warning given, clearly stating consequence if behaviour continues. Praise those who are doing the right thing
- Re-engage through re-direction
- Provide take up time
- I noticed you chose to . . . .
- This is a reminder that we need to . . . (refer to class rule or value)
- Make a better choice please
- Thank you

Stage 1- Warning Yellow Card

Low level disruption continues

- Continue with de-escalation tactics and provide take up time
- I noticed you chose to . . . .
- If you choose to continue then you will owe 5 minutes.
- Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you. Pupil moved seats or location, supported by TA

Stage 2- second warning red card

Disruption Continues

- Class staff remove pupil for discussion and re-establish expectations. 5/10 minutes sitting alone to calm and reflect Reflection time should be made up during play/lunch
- Stage 2 logged by teacher on CPOMs

Stage 3 SLT Intervention

Behaviours escalate
- Offensive vocabulary
Repeatedly disturbing the learning for many
- High levels of aggression/emotion

- Child needs to learn somewhere else
- Teacher to provide learning
- Teacher to discuss with leadership appropriate consequence – could be the
- removal of a privilege/social time. This could take place the following day.
- I noticed you . . .
- You will now need to learn away from our
- classroom
- I will speak to you about this . . .
- STAGE 3 LOGGED ON CPOMS

Stage 4 Targeted support programme

- Extreme disruption (physical or verbal)
- Aggressive behaviour towards staff or another pupil
- Stage 4 logged by SLT on CPOMs
- Parents contacted to attend a meeting
- Targeted programme of rewards and consequences implemented (See strategy)

Stage 5

- Extreme behaviour resulting in internal exclusion or fixed-term exclusion
- Stage 5 logged by SLT on CPOMs

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Bentley High Street Primary School

Dinner Time
Response to Behaviour
Simply The Best

Reminder

Child is not following school rules
Rough play
Unnecessary loudness/rudeness in the dinner hall
Unsafe behaviour
Being unkind

- Pupil reminded of expectations and values
- Warning given, clearly stating consequence if behaviour continues. Praise those who are doing the right thing
- Re-engage through re-direction
- Provide take up time
- I noticed you chose to . . . .
- This is a reminder that we need to . . . (refer to class rule or value)
- Make a better choice please
- Thank you

Stage 1- Warning Yellow Card

Behaviour continues

- Continue with de-escalation tactics and provide take up time
- I noticed you chose to . . . .
- If you choose to continue then you will owe 5 minutes.
- Child to stand with dinner time supervisor for 5/10 minutes to calm and reflect Reflection time should be made up during play/lunch
- Stage 1 reported to class teacher at the end of break

Stage 2- second warning red card

Disruption Continues

- Child taken to SLT in charge of dinner duty for a discussion
- Child sent to nurture club for an opportunity to calm and reflect
- Stage 2 logged on Cpoms by SLT/Class teacher

Stage 3
SLT Intervention

Behaviours escalate
- Offensive vocabulary
- injury to self or others.
- Risky behaviour
- High levels of
- aggression/emotion

- Child prevented from going outside or eating in the dinner hall. Staff to consult with SLT in charge regarding appropriate sanction and escalation strategies.
- Dinner time/break time routines may be personalised such as 20 minutes inside with adults, 20 break and 20 minutes dinner hall.
- Stage 3 logged on Cpoms by SLT/Class teacher

Stage 4
Targeted support programme

- Extreme disruption (physical or verbal)
- Aggressive behaviour towards staff or another pupil
- Stage 4 logged by SLT on CPOMs
- Parents contacted to attend a meeting
- Targeted programme of rewards and consequences implemented (See strategy)

Stage 5

- Extreme behaviour resulting in internal exclusion or fixed-term exclusion
- Stage 5 logged by SLT on CPOMs

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8. 2 Off-site misbehaviour

Sanctions may be applied where a pupil/student has misbehaved off-site when representing the academy. This means misbehaviour when the pupil/student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of the academy
- Sanctions may also be applied where a pupil/student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil/student
- Could adversely affect the reputation of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member (e.g. on an academy-organised trip).

8.3 Online misbehaviour

The academy can issue behaviour sanctions to pupils/students for online misbehaviour when:

- It poses a threat or causes harm to another pupil/student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member.

8.4 Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Principal or a member of the Senior Leadership Team will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.5 Malicious allegations

- Where a pupil/student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this policy.
- Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The academy will also consider the pastoral needs of staff and pupils/students accused of misconduct

- 8.6 Zero tolerance approach to sexual harassment and sexual violence
- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:
    a). Proportionate
    b). Considered
    c). Supportive
    d). Decided on a case-by-case basis
- The trust/academy have procedures in place to respond to any allegations or concerns regarding a child's/young person's safety or wellbeing. These include clear processes for:
    a). Responding to a report
    b). Carrying out risk assessments, where appropriate, to help determine whether to:
        - Manage the incident internally
        - Refer to early help
        - Refer to children's social care
        - Report to the police
- Please refer to Trust/academy child protection and safeguarding policy for more information.

8.7 Repeated or persistent misbehaviour

- At Exceed Learning Partnership's academies, we are aware that there are experiences in academies that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.
- Therefore, we record inappropriate behaviours on CPOMs, so we can:
    a) Increase our awareness and identify patterns
    b) Recognise potentially disruptive situations and attempt to minimise them
    c) Target key pupils/students for the appropriate intervention
- Senior leaders in the academy will regularly analyse data linked to behaviour to inform their actions across the academy.

8.8 Serious incidents

- Occasionally, some pupils/students may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system in order to be dealt with more quickly by a member of SLT. If this occurs, a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.
- However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours that may be escalated include:
    a) Violence (i.e., physical contact made with the intention to harm)
    b) Defiance that becomes dangerous
    c) Persistent taunting, teasing and bullying behaviour
    d) Stealing
    e) Spitting
    f) Swearing
    g) Discriminatory language or harassment (i.e., behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. For example, due to age, disability, gender, race, religion or belief or sexual orientation)
- We have the right to take measures to keep pupils/students and staff safe. These measures include:
    a) The legal right to confiscate inappropriate items from pupils/students such as mobile phones.
    b) Statutory powers to discipline pupils/students who behave poorly outside of the academy.
    c) Greater scope and flexibility in giving pupils/students detentions, which may include after school detentions. If the academy feels after-school detention is an appropriate consequence, parental agreement will be sought. However, under the new guidelines, pupils/students can receive detention outside academy hours without parental consent, although 24 hours' notice to parents is necessary.
    d) The Principal has the power to search groups of pupils/students if they suspect one of them is carrying a knife or other offensive weapon.
    e) A legal duty on academies to make provision to tackle all forms of bullying.

- Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Principal.

8.9 Consequences

- Consequences should:
  a) Be linked to the behaviour and be proportionate to the action
  b) Make it clear that unacceptable behaviour affects others and is taken seriously
  c) Not apply to a whole group for the activities of individuals
  d) Be consistently applied by all staff to help to ensure that pupils/students and staff feel supported and secure.

9. Discrimination towards protected characteristics

At Exceed Learning Partnership's academies, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.
The protected characteristics are:

a) Age
b) Disability
c) Gender reassignment
d) Marriage and civil partnership
e) Pregnancy and maternity
f) Race
g) Religion and belief
h) Sex
i) Sexual orientation

- Behaviour of this nature will be dealt with by a member of the academies' senior leadership team, usually the Principal or Vice Principal, who will fully investigate the incident.
- Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate.
- The senior leader will make contact with the families of those involved and inform them of the incident and the outcome
- The incident will be record on the pupil's/student's file via CPOMs and the Trust Leaders will be informed. If this behaviour is repeated, then a meeting with parents and Trust Leaders may be arranged to discuss the seriousness of the behaviour.

10. Inclusion

- Whilst all children identified with SEN and/or disabilities are covered under this Behaviour strategy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils/students.
- Pupils/students with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi professional approach within schools.

11. Restorative practice

A restorative approach enables the academy to resolve conflicts, improve behaviour and develop well-rounded individuals.

- The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.
- Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.
- This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.

- Staff will have a script for the restorative conversation that they feel comfortable with.

An example of a script for a restorative conversation is:

a) What happened and why they made the choice to behave like that?
b) Who was affected by their behaviour?
c) What could have been done differently, what would they do to avoid the same situation happening again?
d) What you could the other party have done differently?
e) Agree strategies, goals, targets for the future

12. The junction

The Junction is not a sanction. It is an inclusion unit designed to enable students who struggle with barriers to learning including behaviour to be supported in accessing the curriculum. Where possible, the hope is students will re-integrate into mainstream lessons. However, it might be that a student is required to spend some time in the junction as part of a supportive package as an alternative to a punitive measure. If students who are already in the junction require a sanction, the school will take a flexible approach and employ a range of appropriate measures which include all of the sanctions issued to students in mainstream lessons.

13. Positive Handling

We recognise that their behaviour is a way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need to be restrained. Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted.

There is no legal definition of legal force. However, there are legal justifications for the use of force. These include if the pupil/student is:

a) In danger of hurting themselves
b) Endangering the safety of others
c) Disrupting the good order of the class room
d) Destroying property.

- The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.
- Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log format (see appendix 2) All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the academy day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils/students or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.
- Pupils/students should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils/students are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.
- All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a pupil/student has been restrained a 'positive handling plan' will be written to support future behaviour (see appendix)

14. Suspensions and Exclusion

In order for pupils/students to achieve their maximum potential in the academy, they must feel safe. If a pupil/student significantly breaches the academy's behaviour policy and if the pupil/student remaining in the academy would seriously harm the education or welfare of the pupil/student or others in the academy, the Principal may take the decision to suspend for a fixed period.

If this decision is taken, work will be set for the pupil/student to complete at home. Following a fixed-term

suspension, the pupil/student and parents meet the Principal or vice principal to discuss the pupil/student's reintegration to school and the best way forward to support the pupil/student. Each day is a new day and where a pupil/student has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

15. Managed Moves

Students who continue to experience behavioural issues may be offered a managed move. This will involve the student moving to another school/academy. This strategy may be used as an alternative for a student who is at risk of permanent exclusion. In these cases, the student continues to be on roll at the Academy. Managed moves take place for a fixed period of time, at the end of which there is a review and the student may be taken on roll at the new school (although this is unlikely at the end of KS4).

A managed move is carefully considered prior to working in partnership with other local schools. If a student's behaviour is deemed dangerous or consistently unacceptable then a managed move will be skipped/ not put in place. If behaviour continues to escalate then a BOSS referral and/or Inclusion panel will be made to the local authority. If a managed move is unsuccessful a student will return to the academy or, if the move was used to avoid a permanent exclusion and concerns persist in regard to the student impacting on the health, safety and well-being of our community, permanent exclusion may be invoked.

16. Permanent exclusions

Permanent exclusion should be seen as the very last resort and, as such, we would take all reasonable steps to avoid this type of exclusion. All policies and procedures are in place to support inclusion of all pupils/students. Permanent exclusion should only occur when a risk assessment indicates that to allow the pupil/student to remain in the academy would be seriously detrimental to the education or welfare of the pupil/student concerned, or to other pupils/students at the academy.

17. Staged Approach to consequences

Whilst the academy will apply consequences fairly and consistently, there might be occasions where consequences vary from the plan below. This could be due to the severity of the incident or special circumstances related to the incident or individuals involved.

	Types of behaviour	Possible Consequences	Actions
Stage 1- Warning Yellow Card	Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out	Positive reminders. Gestures. Warning. Yellow card. Cue cards. Learning pitch check	No further action if these behaviours cease.
Stage 2- Second warning Red card	Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission,	Missed break times. Time out/ time in. Restorative conversations. Completing any missed learning. Restorative practice e.g. letters of apology	Internally logged/ monitored, SLT made aware Teacher to contact home to discuss concerns.
Stage 3- SLT intervention	Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour	Short term removal e.g. one lesson. Detention Behaviour plan/Values card Contact with parents SLT involvement,	Incident recorded on C-POMS Meeting with parents/carers, teachers and SLT Involvement of external agencies and pastoral staff
Stage 4	Use of homophobic, transphobic, racial language. More aggressive behaviour	Behaviour contract with parents and academy	Serious incident recorded on C-POMS

	towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour	Internal suspensions (e.g. removal for a longer period of time, missed breaks for a week)	Meeting with parents/carers, teachers and Principal Risk assessment in place Involvement of external agencies and pastoral staff
Stage 5	Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment.	Suspension Fixed Term suspension Exclusion Managed moves	Recorded on C-Poms Meeting with parents/carers, teachers and Principal Notifying Local Authority Involvement of CEO/ Local Governing Body.

18. Staged Approaches to Behavioural Intervention

	Types of behaviour	Action	Intervention/support
Stage 1-	Repeated yellow cards and low-level disruption Difficulty following classroom instructions Difficulty following rules at break and dinner Child needs lots of supports to make the right decisions and to remain on task.	Ensure child is discussed within phase meetings and phase leader/SLT are notified Monitor behaviour using cpoms If appropriate, informal discussion with family Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours	Individual reward chart for trigger points (broken into lessons, break etc.) Use of praise for positive behaviour Regular coaching conversations Restorative conversations when incidents occur
Stage 2-	Persistent disruption in class. Frequent red cards Regular episodes of rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission. Difficulty engaging in positive play.	Ensure child is discussed within phase meetings and phase leader/SLT are notified that the behaviour has become more severe. Monitor behaviour using cpoms STAR documentation to identify route and cause. Thrive assessment	Values booklet implemented and completed daily. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour. Regular support and reminders from class based staff. Use of class based

		Parent informed that a values booklet will be implemented for two weeks to monitor behaviour. Both verbally and in writing Reward and consequence used consistently with appropriate conversations to enforce positive and negative behaviours	strategies such as: now and next, timetables, stopwatches to support the child to monitor expectation.
Stage 3-	Stage 2 interventions show no improvement. Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour	Phase leaders and SLT notified. Individual behaviour plan developed. This may also include a risk assessment. Thrive assessment Formal meeting held with parents, class teacher and phase leader. This will include development of targets for the pupil. This will be reviewed every 4 weeks.	Learning mentor support/ Thrive intervention. Frequency dependent on need Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to phase leader at the end of each day to discuss behaviour. Weekly meeting with principal/vie principal.
Stage 4	Stage 3 interventions not working. Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment	Phase leaders and SLT notified. Individual behaviour plan developed. Risk assessment developed signed by parents Variation to timetable if needed to optimise learning opportunities for the child and class. Behaviour contract with parents and academy. Weekly review with family. Incidents recorded on cpoms	Learning mentor support/ Thrive intervention. Frequency dependent on need Targets to be included in values card. Daily information given to parents. Parents must sign daily values card. Discussion with child per day to outline positive and negative behaviours. Child sent to principal/vice principal at the end of each day to discuss behaviour. Variation to timetable if needed to optimise learning opportunities for the child and class. Use of adult support Reduction in unstructured times e.g. provision for break, dinner and group based learning.

			Referral to outside agencies for support and intervention.

19. Conclusions

Monitoring and arrangements

- The Principal is responsible for reporting to the local governing board on how the policy is being enforced and upheld, via the termly report.
- The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

APPENDIX 1: Simply the best behaviour

Simply The Best Behaviour
EVERY CHILD EVERY CHANCE EVERY DAY
Exceed Learning Partnership
Routines, phrases and gestures (adults)
Well considered seating-carpet and tables
Kagan - use of table numbers
Resources organised on tables
Quiet, clear instruction
1-2-3 to support transitions
Praise in Public (PIP)
Remind in Private (RIP)
Consistent language of learning
Team Stop - hand
My turn, your turn
Turn to your partner hand gestures
Recognition
Displays and recognition Boards
Reward Cards
Table points
Midday/lunchtime stickers
Learner of the week
Home contact (calls, texts)
Postcards
Social Media
Principal/SLT praise
Our school Rules - children and adults
We are respectful
We are kind
We are calm
We are honest
We try our best
We look after property
Reminder, Yellow and a Red
Step 1: Verbal reminder (warning of yellow card)
Step 2: Verbal warning - You will be issued a yellow card - this is a reminder that you are nearing a red card and a consequence for your action will be in place
Step 3: A further reminder will result in a red card. This means that a sanction will be put in place and a conversation with a member of SLT
Restorative questions (adults)
What happened? (Neutral, dispassionate language.)
What were you feeling at the time?
What have you felt since?
How did this make others feel?
Who has been affected?
What should we do to put things right?
How can we do things differently next time?
Micro-scripts for adults
I've noticed that you… (seem hot/ flustered/are stamping your feet)
I imagine that you are feeling…
I wonder if…
Do you remember the ___ (positive behaviour) I saw ____?
That's the behaviour I'd like to see now.
Visible Consistencies - pupils and adults
Daily meet, greet and smile
Wonderful Walking - quiet and calm
Terrific transitions
Holding doors open
Expected behaviours praised first
Daily reinforcement of our Values
Simply the Best Manners
Bentley High Street Primary School

APPENDIX 2: RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

A.2 Record of Incident requiring positive handling

NAME OF ACADEMY

RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name of Pupil:	**DOB:**		**Date:**
Time of incident: Start:	**Finish:**		**Duration of hold:**
Person recording incident:	**Incident Book No and Page:**		
Location of incident:			

De-escalation techniques used (number in order used):							
Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Time our directed:		Alternative offered:		Step away:		Limited choices:	
Calm Taking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignoring:		Consequence reminder:	
Help Script:		Supportive touch:		Simple listening:		Removing audience:	
Apologising:		Agreeing:		Acknowledgement:		Other:	
Response to de-escalation: Positive:↑ Negative: ↑							

Reason for intervention (Actual – A / Threat – T):				
Injury to self:	A/T	Criminal Offence:	A/T	Other:
Injury to staff / pupil:	A/T	Serious disruption	A/T	_____

Medical intervention:
Breathing monitored during incident: Y/N Circulation monitored during incident Y/N
Injuries to staff/pupil Y/N Air1 No: _____
If yes, what? _____ If yes, what? _____

Team Teach Techniques used in intervention (number in order used):							
Help Hug:		Cradle:		Friendly hold:		T Wrap:	
Single elbow:		Double elbow:		Face:		Figure of four:	
Guided escort:		Other					
Position: Standing: ↑ Sitting: ↑ Ground: ↑ Escorting: ↑							
Did position change: Y/N If so, to what position?							

Staff Members Involved:				
Name:	Designation:	Active	Passive	Signature:
Details of incident:				
1) What happened prior to the incident/triggers				

2) What happened during the incident (try to include all details):
3) What happened after physical intervention:

Action taken after the incident:	
Outline of debrief:	Staff debriefed: Y / N
Outline of debrief: Hear Explain Link Plan	Pupil debriefed: Y / N
Time:	Date:
Pupil's signature	Staff Signature:

Action Taken / Outcomes:
PLP Updated: ↑ Risk Assessment Updated: ↑PHP Updated: ↑

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			

APPENDIX 3: Star analysis

Name of child:	Class Group :	Morning group :	Date for completion: Review Meeting:	Sheet Number ☐ of ☐

Date & Time	**S**etting	**T**rigger	**A**ction	**R**esult

APPENDIX 4: Dealing with concerns

Dealing with concerns

If you or your child report a concern the below flowchart will be followed

HOW PARENTS CAN RAISE CONCERNS

In the first instance concerns should be brought to the class teacher, please call and leave a message with the office if you do not see your child's class teacher regularly before or after school.

HOW CHILDREN CAN RAISE CONCERNS

Concerns can be told to the class teacher or trusted adults.

Children can also put concerns into the class worry box.

Timescale

We aim to investigate all concerns the same day.

Parents will be given an update by the end of the day.

If there is a reason that stops the full investigation for example a child involved is off, we will update parents with the findings so far and update as soon as possible.

INVESTIGATION

The class teacher, or a senior leader depending on the concern, will then investigate.

If other children are involved they will be separated during the investigation.

During an investigation, children will be spoken to individually.

Children are reassured and the concern is discussed calmly and without bias

FINDINGS

Findings will be shared with a senior leader and next steps decided.

BULLYING

If bullying is identified:

- Logged in the bullying records and cpoms
- All parents informed.
- Key staff made aware to monitor closely.
- Pastoral work with the child who experienced the bullying.
- Work with the children who committed the bullying on the impact of bullying.
- Sanction put in place based on level of bullying.
- Risk assessment in place and reviewed after two weeks.

BEHAVIOUR INCIDENT

If a one-off behaviour incident is identified:

- Logged in our behaviour records.
- All parents informed.
- Key staff made aware to monitor closely.
- Pastoral check-in with the child who experienced the incident.
- Work with the children who committed act to understand the consequences of their actions.
- Sanction put in place based on level of incident.
- Risk assessment in place and reviewed after two weeks.

UNFOUNDED

If the situation was unfounded or misinterpreted:

- Logged in our records.
- Findings fed back to children involved and parents.
- Pastoral check-in with child who raised concerns to reassure and support as needed.
- Key staff made aware to monitor closely.

POSSIBLE SANCTIONS

Stage 2 Incident	Stage 3 Incident	Stage 4 Incident	Stage 5 Incident
Time from Break	Time in another classroom during dinner 20/20/20 lunch time support plan	Internal/ External lunch time suspension Missing of after school clubs Missing of school trips	Internal/ external suspension Missing of after school clubs Missing of school trips

APPENDIX 5: POSITIVE HANDLING PLAN

Child's Name:	Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?
Stage 4 Recovery Behaviours	**Stage 5 Depression Behaviours**	**Stage 6 Follow up**
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?

What are the common triggers?

De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			

Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Child's interests/praise points

1.
2.
3.
4.
5.

Any medical conditions to be taken into account before using physical interventions?

Preferred method of physical intervention?

	Try	Avoid	Notes
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
T wrap			
T wrap to seats			
Seats to T wrap			
T wrap to ground			
Cradle			

How should we record incidents and who should we inform?

Plan signed and agreed by:

Headteacher:	Name:	Child:	Name:
Parents/Carers	Name:	Class Teacher:	Name:
Social services (if applicable)	Name:	SEN LSA:	Name:

APPENDIX 6: Individual Behaviour Plan

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Plan start date	Next review date	Medical conditions / SEND / Additional needs

Challenging Behaviour - What does it look like? How often does it happen? How long does it last?	Targets - What are we working towards? What support is needed?

Triggers / Warning signs / Reasons for challenging behaviour	Strategies for maintaining positive behaviour

Reactive strategies	Support after the incident

Skills / Talents / Achievements	Likes / Dislikes

De-escalation strategies :

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			

Apologising			
Agreeing			
Removing audience			
Others			

Parent Name	Parent signature of agreement	Date of signature

Pupil Name	Pupil signature of agreement (if appropriate)	Date of signature

Lead Staff Name	Lead Staff Signature of agreement	Date of signature

APPENDIX 7: Risk Assessment for challenging behaviour

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Risk assessment start date	Next review date	Medical conditions / SEND / Additional needs

Hazards or risk of harm to others	Presenting risk? Y / N	Control / risk reduction measures and additional comments	Risk Level H/M/L
Bites / spits			
Grapples or wrestles			
Inappropriate / sexualised touching			
Sexualised language			
Other Harmful Sexual Behaviour (Provide detail)			
Head butts			
Kicks / stamps			
Thrashes on floor			
Self harm / self injurious behaviour			
Shouts / screams			
Slams door / objects			
Slaps . pinches / punches / scratches / pushes / pulls hair			
Throws items / uses weapons			

Unpredictable behaviour			
Verbal abuse / threats			
Causes damage			
Disrupts learning or play			
Causes graffiti			
Absconds			
Inappropriate attachment to others (provide detail)			
Targets other pupils / staff			
Needs bespoke arrangements for trips			

Known Triggers	Y / N	Comments	Risk Level H/M/L
Group activities			
Rules / instructions			
Changes in routine			
Being challenged regarding conduct			

Existing control measures	Y / N	Comments	Level of success H/M/L
Alternative curriculum / provision			

Familiarisation with new places			
Changes made to physical environment			
Transport arrangements			
Removal of potential ‘weapons / missiles’			
Specialist equipment (e.g. radios / panic alarms)			
SEND / sensory learning equipment			
Behaviour contract / agreement			
Fixed term suspension			
Positive Handling Plan			
Individual behaviour plan			
Timetable adjustment			

Details of multi agency support (e.g. BOSS / CAMHS / WMIM)

Assessed by	Signature	Date	Date for review

APPENDIX 8: Behaviour Agreement

Behaviour agreement

Name of Child	Date	Tear Group/Class

Reason for behaviour agreement:			
Indicate Stage of behaviour			
Stage 1	Stage 2	Stage 3	Stage 4
Is the child receiving outside agency involvement:			

Description of the child at home
Description of the child at school

	Yes	No
Have parents/carers been given a copy of the behaviour policy?		
Do parents/carers understand the content on the policy?		
Do parents/carers understand the targets that have been set within the individual behaviour plan?		
Have parents contributed to the individual behaviour plan?		
If there is a need for a positive handling plan, have the family signed and consented to this?		
Do parents/carers consent or wish to apply for external support?		
Do parents/carers understand that there needs to be improvements in behaviour?		
Do parents/carers agree to sign the values card daily and to work alongside school staff to improve behaviour?		

Description of actions and support that will be offered by the school
Description of action and support that will be offered at home

Date of review meeting:
Signed parent/carer:
Signed by school representative

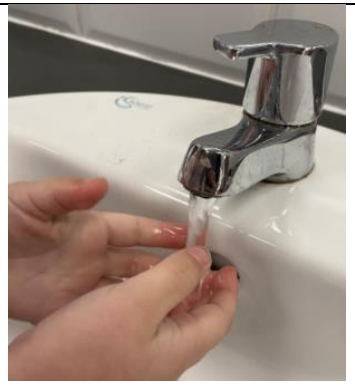
APPENDIX 9: EYFS Behaviour

Golden rules We have our 'golden rules' which are shared daily with our children throughout the day. Golden rules are outlined in the following areas: - Carpet time - Washing hands - When we learn in the classroom - When we go to the toilet - Around the classroom	**Rainbow system** - Visual reminder of behaviour expectations - Children can move fluidly between stages, starting each day on the sunshine – positive behaviour moves to the rainbow, negative behaviour moves to yellow card, red card (rain cloud) - Visual aspect support children making the connection with their behaviour and consequence	**Behaviour curriculum** In line with the rest of the school we follow the behaviour curriculum implemented through: - Jigsaw and personal development - Purposeful practice of class based routines - Learning pedagogy within all lessons - Celebrations of acceptable behaviour, use of consequences and restorative practice for inappropriate behaviour
Plan, do, review - Lessons follow a plan, do, review structure: - Adult identify independent provision children can access - Children apply learning independently - Learning is then reviewed during the end of the session to promote positive learning behaviours.	EYFS behaviour on a page	**Learning pedagogy curriculum** - Children are introduced to the school learning characters - 'I can statements' are taught through whole class session and woven through provision activities - Statements link within BHS's 'what an EYFS child looks like' document to further embed expectations
Songs In the EYFS we use songs to support with transitions and to embed expectations • Come to the carpet • Tidy up song • Get in a circle • Please and thank you	**Supporting self-regulation** Through high quality interactions staff support children to self-regulate by: - Identifying children's emotions when dysregulated to support them to name their feelings - Supporting children through difficult emotions - Modelling positive behaviours - Educating children on appropriate behaviours	**Routines** - Wonderful walking - Lovely lining up - Carpet spaces - Individual pegs - Golden rules - 1,2,3 - 'tidy up time' – tidy up song - Songs to support transition - Team stop aided by bells - Visual timetable

Our golden rules

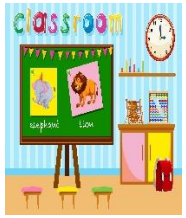
To be 'simply the best' we follow our golden rules …

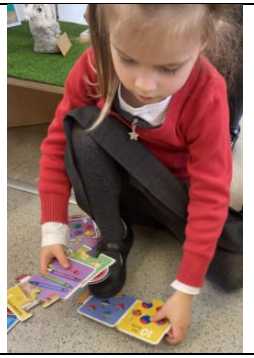
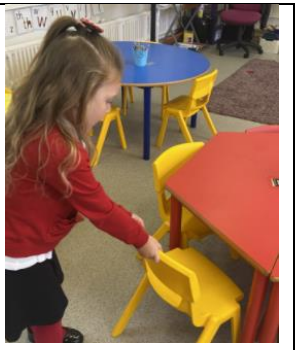
Washing our hands

			
Soap	Was'	Rinse	Dry

Our golden rules

To be 'simply the best' we follow our golden rules …



					
We ask to leave the classroom	We use our walking feet	We use our inside voices	We use team stop	We help tidy up	We tuck our chairs under

Around the classroom

Our golden rules

To be 'simply the best' we follow our golden rules …

Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

When we go to the toilet we …

ask to go to the toilet	shut the door	flush the toilet	wash our hands

Our golden rules

To be 'simply the best' we follow our golden rules …

When we sit on the carpet we …

Put our bottoms on the floor and cross our legs or put them in front	Use our magnet eyes	Use our listening ears

Our golden rules

To be 'simply the best' we follow our golden rules …

When we learn in the classroom we …

Use our walking feet	Use our inside voices	Tidy up after ourselves